



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Doctoral Study Program in Educational Technology**

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning System Design	8600302033	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	2	July 17, 2024
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator				
	Dr. Fajar Arianto, M.Pd	Prof. Dr. Mustaji, M.Pd	Prof. Dr. Mustaji, M.Pd.				

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>							
	<b>Program Objectives (PO)</b>							
	<b>PO - 1</b>	Master various basic concepts of learning design and Learning System Design						
	<b>PO - 2</b>	Mastering the concepts and principles of learning system design development						
	<b>PO - 3</b>	Understand the basic orientation of learning system design development						
	<b>PO - 4</b>	understand the learning system design procedures according to KEM						
	<b>PO - 5</b>	understand the learning system design procedures according to ADDIE						
	<b>PO - 6</b>	understand the learning system design procedures according to Robyer						
	<b>PLO-PO Matrix</b>							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> <tr><td>PO-6</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4	PO-5
P.O								
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																																								
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<b>Short Course Description</b>	Examining the characteristics of course content and/or subjects or training (facts, concepts, principles, procedures), taxonomy of objectives and obstacles faced in implementing education/learning/training. The study can be directed at the characteristics of students or training participants in terms of psychology, sociology, politics, culture and others as in developing theories and/or learning models, through project learning
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<b>References</b>	<b>Main :</b>
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1. Atwi Suparman . 2012. Desain Instruksional Modern: Panduan Para Pengajar & Inovator Pendidikan. Jakarta: Erlangga
2. Carey, W. Dick, and Carey, L & Carey, J.O. 2009. The Systematic Design of Instruction. New Jersey: Pearson
3. Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. Designing Efective Instruction. Third Edition
4. Reigeluth, C.M and Yunjo An (2021). Merging the Instructional Design Process with Learner-Centered Theory The Holistic 4D Model. Deanta Global Publishing Services, Chennai, India
5. Robert Maribe Branch (2009). Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London
6. M. D. Roblyer.(2015). Introduction to Systematic Instructional Design for Traditional, Online, and Blended Environments. Pearson Education, Inc. All rights reserved. Manufactured in the United States of America.
7. Brown , Abbie H. , Timothy D. Green. 2015. The Essentials of Instructional Design: NY; Connecting. Routledge
8. Thiagarajan, Sivasailam. 1974. Instructional Development for Training Teachers of Exceptional Children: A Sourcebook.NY: ERIC
9. Gabriela Gutierrez. 2013. Newby, Stepich, Lehman and Russell (PIE Model) and ADDIE

**Supporters:**

1. Arianto, Fajar , Bachtiar S, Mustaji. 2021. Metacognitive Strategy and Science Problem-Solving Abilities in Elementary School Students. P. Pages 2571-2574. International Journal of Social Science and Human Research

**Supporting lecturer**

Prof. Dr. Mustaji, M.Pd.  
 Dr. Fajar Arianto, S.Pd., M.Pd.  
 Dr. Utari Dewi, S.Sn., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding learning design	Clarify the meaning of learning design from various perspectives	<b>Criteria:</b> 1.concept suitability 2.depth of discussion  <b>Form of Assessment :</b> Participatory Activities, Tests	Project based learning using the lecture method, question and answer, and individual structured assignments 2 X 50	read lecture materials in the LMS	<b>Material:</b> Learning design <b>References:</b> Reigeluth, CM and Yunjo An (2021). Merging the Instructional Design Process with Learner-Centered Theory The Holistic 4D Model. Deanta Global Publishing Services, Chennai, India	5%
2	Understanding learning design	Clarify the meaning of learning design from various perspectives	<b>Criteria:</b> 1.concept suitability 2.depth of discussion  <b>Form of Assessment :</b> Test	Project based learning using the lecture method, question and answer, and individual structured assignments 2 X 50	read lecture materials in the LMS	<b>Material:</b> Learning design <b>References:</b> Reigeluth, CM and Yunjo An (2021). Merging the Instructional Design Process with Learner-Centered Theory The Holistic 4D Model. Deanta Global Publishing Services, Chennai, India	5%

3	Understand the principles of learning	Clarify learning principles	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Conformity of concepts with sources or literature</li> <li>2.depth of discussion</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Tests</p>	Through the Project based learning model with lecture methods, questions and answers, and individual structured assignments 2 X 50	read lecture materials in the LMS	<p><b>Material:</b> Learning design</p> <p><b>References:</b> <i>Reigeluth, CM and Yunjo An (2021). Merging the Instructional Design Process with Learner-Centered Theory The Holistic 4D Model. Deanta Global Publishing Services, Chennai, India</i></p> <hr/> <p><b>Material:</b> learning principles</p> <p><b>References:</b> <i>Brown, Abbie H., Timothy D. Green. 2015. The Essentials of Instructional Design: NY; Connecting. Routledge</i></p>	10%
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4	Understand various learning design models	<ol style="list-style-type: none"> <li>1. Identify the characteristics of each learning design model</li> <li>2. Clarify the learning design process for each model</li> <li>3. Develop learning designs according to the model</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. clarity of discussion of learning design models</li> <li>2. conformity with the learning design concept in the model studied</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Collaborative Learning Learning Model with 2 X 50 Question and Answer, Assignment and Discussion methods		<p><b>Material:</b> Learning design planning</p> <p><b>References:</b> <i>Brown, Abbie H., Timothy D. Green. 2015. The Essentials of Instructional Design: NY; Connecting. Routledge</i></p> <hr/> <p><b>Material:</b> learning design model</p> <p><b>References:</b> <i>Carey, W. Dick, and Carey, L &amp; Carey, JO 2009. The Systematic Design of Instruction. New Jersey: Pearson</i></p> <hr/> <p><b>Material:</b> learning design model</p> <p><b>Reference:</b> <i>Robert Maribe Branch (2009). Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London</i></p> <hr/> <p><b>Material:</b> learning design model</p> <p><b>Reference:</b> <i>Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. Designing Effective Instruction. Third Edition</i></p> <hr/> <p><b>Material:</b> learning design model</p> <p><b>References:</b></p>	30%
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5	Understand various learning design models	<ol style="list-style-type: none"> <li>1. Identify the characteristics of each learning design model</li> <li>2. Clarify the learning design process for each model</li> <li>3. Develop learning designs according to the model</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. clarity of discussion of learning design models</li> <li>2. conformity with the learning design concept in the model studied</li> </ol>	Collaborative Learning Learning Model with 2 X 50 Question and Answer, Assignment and Discussion methods		<p><b>Material:</b> Learning design planning <b>References:</b> <i>Brown, Abbie H., Timothy D. Green. 2015. The Essentials of Instructional Design: NY; Connecting. Routledge</i></p> <hr/> <p><b>Material:</b> learning design model <b>References:</b> <i>Carey, W. Dick, and Carey, L &amp; Carey, JO 2009. The Systematic Design of Instruction. New Jersey: Pearson</i></p> <hr/> <p><b>Material:</b> learning design model <b>Reference:</b> <i>Robert Maribe Branch (2009). Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London</i></p> <hr/> <p><b>Material:</b> learning design model <b>Reference:</b> <i>Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. Designing Effective Instruction. Third Edition</i></p> <hr/> <p><b>Material:</b> learning design model <b>References:</b></p>	0%
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6	Understand various learning design models	<ol style="list-style-type: none"> <li>1. Identify the characteristics of each learning design model</li> <li>2. Clarify the learning design process for each model</li> <li>3. Develop learning designs according to the model</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. clarity of discussion of learning design models</li> <li>2. conformity with the learning design concept in the model studied</li> </ol>	Collaborative Learning Learning Model with 2 X 50 Question and Answer, Assignment and Discussion methods		<p><b>Material:</b> Learning design planning  <b>References:</b> Brown, Abbie H., Timothy D. Green. 2015. <i>The Essentials of Instructional Design: NY; Connecting.</i> Routledge</p> <hr/> <p><b>Material:</b> learning design model  <b>References:</b> Carey, W. Dick, and Carey, L &amp; Carey, JO 2009. <i>The Systematic Design of Instruction.</i> New Jersey: Pearson</p> <hr/> <p><b>Material:</b> learning design model  <b>Reference:</b> Robert Maribe Branch (2009). <i>Instructional Design: The ADDIE Approach.</i> Springer New York Dordrecht Heidelberg London</p> <hr/> <p><b>Material:</b> learning design model  <b>Reference:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p> <hr/> <p><b>Material:</b> learning design model  <b>References:</b></p>	0%
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7	Understand various learning design models	<ol style="list-style-type: none"> <li>1. Identify the characteristics of each learning design model</li> <li>2. Clarify the learning design process for each model</li> <li>3. Develop learning designs according to the model</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. clarity of discussion of learning design models</li> <li>2. conformity with the learning design concept in the model studied</li> </ol>	Collaborative Learning Learning Model with 2 X 50 Question and Answer, Assignment and Discussion methods		<b>Material:</b> Learning design planning <b>References:</b> Brown, Abbie H., Timothy D. Green. 2015. <i>The Essentials of Instructional Design: NY; Connecting.</i> Routledge <hr/> <b>Material:</b> learning design model <b>References:</b> Carey, W. Dick, and Carey, L & Carey, JO 2009. <i>The Systematic Design of Instruction.</i> New Jersey: Pearson <hr/> <b>Material:</b> learning design model <b>Reference:</b> Robert Maribe Branch (2009). <i>Instructional Design: The ADDIE Approach.</i> Springer New York Dordrecht Heidelberg London <hr/> <b>Material:</b> learning design model <b>Reference:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i> <hr/> <b>Material:</b> learning design model <b>References:</b>	0%
8	Midterm exam			2 X 50			0%

9	Understand various learning design models	<ol style="list-style-type: none"> <li>1. Identify the characteristics of each learning design model</li> <li>2. Clarify the learning design process for each model</li> <li>3. Develop learning designs according to the model</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. clarity of discussion of learning design models</li> <li>2. conformity with the learning design concept in the model studied</li> </ol>	Collaborative Learning Learning Model with 2 X 50 Question and Answer, Assignment and Discussion methods		<p><b>Material:</b> Learning design planning  <b>References:</b> Brown, Abbie H., Timothy D. Green. 2015. <i>The Essentials of Instructional Design: NY; Connecting.</i> Routledge</p> <hr/> <p><b>Material:</b> learning design model  <b>References:</b> Carey, W. Dick, and Carey, L &amp; Carey, JO 2009. <i>The Systematic Design of Instruction.</i> New Jersey: Pearson</p> <hr/> <p><b>Material:</b> learning design model  <b>Reference:</b> Robert Maribe Branch (2009). <i>Instructional Design: The ADDIE Approach.</i> Springer New York Dordrecht Heidelberg London</p> <hr/> <p><b>Material:</b> learning design model  <b>Reference:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p> <hr/> <p><b>Material:</b> learning design model  <b>References:</b></p>	0%
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10	Understand various learning design models	<ol style="list-style-type: none"> <li>1. Identify the characteristics of each learning design model</li> <li>2. Clarify the learning design process for each model</li> <li>3. Develop learning designs according to the model</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. clarity of discussion of learning design models</li> <li>2. conformity with the learning design concept in the model studied</li> </ol>	Collaborative Learning Learning Model with 2 X 50 Question and Answer, Assignment and Discussion methods		<p><b>Material:</b> Learning design planning  <b>References:</b> Brown, Abbie H., Timothy D. Green. 2015. <i>The Essentials of Instructional Design: NY; Connecting.</i> Routledge</p> <hr/> <p><b>Material:</b> learning design model  <b>References:</b> Carey, W. Dick, and Carey, L &amp; Carey, JO 2009. <i>The Systematic Design of Instruction.</i> New Jersey: Pearson</p> <hr/> <p><b>Material:</b> learning design model  <b>Reference:</b> Robert Maribe Branch (2009). <i>Instructional Design: The ADDIE Approach.</i> Springer New York Dordrecht Heidelberg London</p> <hr/> <p><b>Material:</b> learning design model  <b>Reference:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p> <hr/> <p><b>Material:</b> learning design model  <b>References:</b></p>	0%
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11	Understand various learning design models	<ol style="list-style-type: none"> <li>1. Identify the characteristics of each learning design model</li> <li>2. Clarify the learning design process for each model</li> <li>3. Develop learning designs according to the model</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. clarity of discussion of learning design models</li> <li>2. conformity with the learning design concept in the model studied</li> </ol>	Collaborative Learning Learning Model with 2 X 50 Question and Answer, Assignment and Discussion methods		<b>Material:</b> Learning design planning <b>References:</b> Brown, Abbie H., Timothy D. Green. 2015. <i>The Essentials of Instructional Design: NY; Connecting.</i> Routledge <hr/> <b>Material:</b> learning design model <b>References:</b> Carey, W. Dick, and Carey, L & Carey, JO 2009. <i>The Systematic Design of Instruction.</i> New Jersey: Pearson <hr/> <b>Material:</b> learning design model <b>Reference:</b> Robert Maribe Branch (2009). <i>Instructional Design: The ADDIE Approach.</i> Springer New York Dordrecht Heidelberg London <hr/> <b>Material:</b> learning design model <b>Reference:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i> <hr/> <b>Material:</b> learning design model <b>References:</b>	0%
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12	Students can develop learning strategies	<ol style="list-style-type: none"> <li>1.Prepare a needs analysis</li> <li>2.Determining an appropriate learning design</li> <li>3.Carrying out learning design development</li> <li>4.Carrying out the feasibility of the learning design that has been developed</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.conformity with the indicators in the selected learning design model</li> <li>2.completeness at each stage of development</li> <li>3.depth of learning design assessment</li> </ol> <p><b>Form of Assessment :</b></p> <p>Project Results Assessment / Product Assessment</p>	project based learning 2 X 50		<p><b>Material:</b> Learning design <b>Reader:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p> <hr/> <p><b>Material:</b> Learning design <b>References:</b> Carey, W. Dick, and Carey, L &amp; Carey, JO 2009. <i>The Systematic Design of Instruction. New Jersey: Pearson</i></p> <hr/> <p><b>Material:</b> Learning design <b>Reference:</b> Robert Maribe Branch (2009). <i>Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London</i></p> <hr/> <p><b>Material:</b> Learning design <b>Reader:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p>	50%
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13	Students can develop learning strategies	<ol style="list-style-type: none"> <li>1.Prepare a needs analysis</li> <li>2.Determining an appropriate learning design</li> <li>3.Carrying out learning design development</li> <li>4.Carrying out the feasibility of the learning design that has been developed</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.conformity with the indicators in the selected learning design model</li> <li>2.completeness at each stage of development</li> <li>3.depth of learning design assessment</li> </ol> <p><b>Form of Assessment :</b></p> <p>Project Results Assessment / Product Assessment</p>	project based learning 2 X 50		<p><b>Material:</b> Learning design <b>Reader:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p> <hr/> <p><b>Material:</b> Learning design <b>References:</b> Carey, W. Dick, and Carey, L &amp; Carey, JO 2009. <i>The Systematic Design of Instruction. New Jersey: Pearson</i></p> <hr/> <p><b>Material:</b> Learning design <b>Reference:</b> Robert Maribe Branch (2009). <i>Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London</i></p> <hr/> <p><b>Material:</b> Learning design <b>Reader:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p>	0%
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14	Students can develop learning strategies	<ol style="list-style-type: none"> <li>1.Prepare a needs analysis</li> <li>2.Determining an appropriate learning design</li> <li>3.Carrying out learning design development</li> <li>4.Carrying out the feasibility of the learning design that has been developed</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.conformity with the indicators in the selected learning design model</li> <li>2.completeness at each stage of development</li> <li>3.depth of learning design assessment</li> </ol> <p><b>Form of Assessment :</b></p> <p>Project Results Assessment / Product Assessment</p>	project based learning 2 X 50		<p><b>Material:</b> Learning design <b>Reader:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p> <hr/> <p><b>Material:</b> Learning design <b>References:</b> Carey, W. Dick, and Carey, L &amp; Carey, JO 2009. <i>The Systematic Design of Instruction. New Jersey: Pearson</i></p> <hr/> <p><b>Material:</b> Learning design <b>Reference:</b> Robert Maribe Branch (2009). <i>Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London</i></p> <hr/> <p><b>Material:</b> Learning design <b>Reader:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p>	0%
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15	Students can develop learning strategies	<ol style="list-style-type: none"> <li>1.Prepare a needs analysis</li> <li>2.Determining an appropriate learning design</li> <li>3.Carrying out learning design development</li> <li>4.Carrying out the feasibility of the learning design that has been developed</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.conformity with the indicators in the selected learning design model</li> <li>2.completeness at each stage of development</li> <li>3.depth of learning design assessment</li> </ol> <p><b>Form of Assessment :</b></p> <p>Project Results Assessment / Product Assessment</p>	project based learning 2 X 50		<p><b>Material:</b> Learning design <b>Reader:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p> <hr/> <p><b>Material:</b> Learning design <b>References:</b> Carey, W. Dick, and Carey, L &amp; Carey, JO 2009. <i>The Systematic Design of Instruction. New Jersey: Pearson</i></p> <hr/> <p><b>Material:</b> Learning design <b>Reference:</b> Robert Maribe Branch (2009). <i>Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London</i></p> <hr/> <p><b>Material:</b> Learning design <b>Reader:</b> Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition</i></p>	0%
16	Final exams			2 X 50			0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	37.5%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	12.5%
		100%

**Notes**

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.

3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.